Taking a place at the table

I recently attended the Alliance of Girls' Schools Biennial Staff Conference, where the keynote speaker was Dame Jenny Shipley. Dame Jenny, a former Prime Minister of New Zealand (1997–99), is today an international business leader with a special interest in building leadership capability.

Dame Jenny began by telling us that, as principals of and educators at girls' schools, we needed to continue our focus on scholarship, while also providing students with opportunities and a sense of the possibilities in life. Dame Jenny made the point that scholarship matters because it is vital that we equip our students with skills, attributes, values and experiences that will enable them to define who they are. As I listened, with great interest, I was feeling confident that at Lauriston we are taking every step possible to ensure that our girls teach their potential.

Then Dame Jenny posed a thought-provoking question. She asked her audience whether we were teaching our students that the world they will enter when they leave school is a world in which the opportunities available to men and women are not equal. Obstacles remain for women in the workforce, she said, and, across all fields of endeavour, there are still insufficient numbers of women in top positions.

Dame Jenny pointed out that it is important that women be at the table, developing strategy at the highest levels and making significant decisions, rather than supporting the decision makers and implementing their decisions. One of the reasons that women find it difficult to take their place at the table is that they underestimate their own abilities and hence do not believe that they have equal entitlement to express their opinions, to challenge the opinions of others, and to stand their ground.

Dame Jenny referred to the TEDTalk presented in 2010 by the COO of Facebook, Sheryl Sandberg. Addressing the issue of 'Why We Have Too Few Women Leaders', Sandberg said: 'No one gets to the corner office by sitting on the side, not at the table, and no one gets the promotion if they don’t think they deserve their success, or they don’t even understand their own success.’ Continuing this view, Dame Jenny told us that women are not assertive about defining who they are: they lack confidence in articulating their capabilities and in developing a clear sense of where they are going in their lives.

The second big point that Dame Jenny made was that we need to teach our students about the choices they will be making as they consider careers and families. Again referring to observations made by Sheryl Sandberg, she said that women have more difficult choices to make between professional success and their families. The message here is that women need to anticipate the kinds of choices they will be making during their lives.

At Lauriston, we communicate to our students that they can do anything in their lives – and this is true. Our students know that they can choose from a vast array of careers, including many that were once unavailable to women. The reasons that we do not have more women in top professional roles are complex but Dame Jenny makes a valid point when she says that we must equip our students with the expectation that they will lead.

I believe that at Lauriston we not only give attention to scholarship but also empower young women to be confident and articulate. Our focus on personal development and experiential learning, particularly through our Howqua program, enables our students to develop resilience. They also gain an understanding of the importance of being able to work collaboratively in a team setting, where solutions to problems are created by harnessing the skills and capabilities of the group. A capacity for strategic thinking is an invaluable asset in any career. We ask our students to think strategically, whether they are undertaking the Howqua outdoor program, working on the extended essay required as part of the International Baccalaureate (IB) Diploma Programme, or taking a leadership role in resolving a peer issue – to cite just three examples of the many contexts in which strategic thinking can play a beneficial role in student learning.

Lauriston graduates have a strong sense of identity. This is forged to a significant extent by our students’ year at Howqua, where, living independently in a residential community, the girls not only experience remarkable personal growth but develop a strong value system. With this set of values in place, they are able to live with each other in a positive, supportive and cooperative spirit, while standing their ground on issues they regard as important. The values our students come to hold dear during their time with us remain with them as they leave school and embark on new journeys, as young adults.

I believe that our young women will be present at the table. Our job is to ensure that we continue to provide opportunities that enable our students to develop their personal confidence, learn to persevere, and learn to recognise that they have equal entitlement to articulate their points of view and be heard. We should not be comfortable with the status quo – with how things are in the present. We need to give attention to the future for our young women and to focus on how we can contribute to their understanding of the changes we need to make as a society in order to achieve gender equality. Men and women working together at the table, and bringing together their unique skills and attributes, will have the power to make positive change in our world.

Susan Just
Principal
No more helicopters: Teaching courage and resilience in Senior School

It is likely that readers of Lauriston Life have heard the phrases ‘helicopter parenting’ and ‘helicopter teaching’. They refer to the notion that teachers hover over their students, and parents over their children, to ensure that they experience no discomfort in the classroom or difficulties in the wider world. I heard a new phrase recently, ‘lawnmower parenting/teaching’. This encapsulates the idea that parents and teachers ‘mow’ a path or clear the way so that young people can avoid experiencing any obstacles or unevenness in their lives.

While the prime motivation of parents and teachers who take this approach may be noble and loving, what are we actually teaching our young people about handling the inevitable vicissitudes of life? That they will never encounter any difficulties in their lives? Hardly. That we will always be there to assist them and pick them up when they fall down? No guarantees on that either. What are we teaching our young people about the tenacity required in order to undertake a six-day hike where one carries one’s own accommodation and all one’s provisions (regardless of weather and terrain conditions)?

So, how do teachers achieve these two objectives without exposing students to unnecessary risks and disappointments?

In Senior School we have in place a number of programs designed to do exactly that!

The Howqua year (Year 9) is no doubt our most significant and lasting contribution to the courage and resilience of Lauriston students. The extent to which our Howqua program offers students opportunities to develop these capacities makes it unique in the world. Howqua provides Year 9 girls with a scaffolded suite of skills and strategies that will allow them to face and overcome all kinds of challenges, both present and future (Lauriston alumni tell us all the time that the life skills they acquired at Howqua have proved meaningful and valuable in their adult lives).

Our expectations of the girls – from the cooperation required in a ‘home’ shared by eight or nine adolescents, to the tenacity required in order to undertake a six-day hike where one carries one’s own accommodation and all one’s provisions (regardless of weather and terrain conditions) – would test any adult’s resilience, let alone that of a fifteen-year-old.

At all times, the staff at Howqua encourage and support the girls in their endeavours and celebrate their achievements, which are genuinely impressive.

Some years ago, to prepare our girls for the amazing academic, personal and physical challenges that the Howqua program offers, we established our Active-8 program. Active-8 sees all of our Year 8 students participate in a water skills program, which has been designed to complement the mostly land-based challenges that students tackle at Howqua, and give the Year 8s an opportunity to try sea kayaking, surfing and snorkelling. We also offer the Year 8s a range of voluntary outdoor activities so that they can continue to test and challenge themselves. We strongly recommend that students who are physically less adventurous, or even a little anxious about adventure activities, try something like rock climbing, caving, or mountain biking. The leaders of these activities place special emphasis on courage and on supported risk taking.

We have recently developed a cycle of examinations for our Year 10 students. The idea of the ‘Year 10 Practice Exams’, as we call them, is to allow the girls the opportunity to develop the essential skills and strategies that they will need when doing exams in Years 11 and 12. Unfortunately, high-stakes examinations can place great pressure on students, and the risk of underperforming because of anxiety, or insufficient practice of key exam preparation and time management skills, can be a serious concern for our senior girls. Our new practice exam program is not about results or marks; it is simply about learning how to do exams.

Firstly the girls are explicitly taught study and exam preparation skills. Next, they apply what they have learned and ‘sit an examination’ in a formal exam room setting. Feedback is then provided on performance, with respect to exam strategies, across a range of question types: short-answer questions, multiple-choice questions, essay questions, and both worded and numerical mathematical problems. Above all, learning about the wise and calculated use of examination technique. And if they do not ‘pass’ a particular practice exam, they have the opportunity and the time, to reflect upon the reasons why.

This process of reflection is essential learning when it comes to succeeding ‘in exams that count’.

One of the important areas in which we see the courage and resilience learned at Lauriston being exercised most explicitly is the leadership elections held in Year 11. These elections involve Year 11 students choosing the School’s Year 12 leaders for the following year. Consistently each year – and despite the fact that nominating for election takes real courage – of the approximately one hundred students in Year 11 who are eligible to stand for the twenty-one leadership positions available, between fifty and sixty girls do so. After the completion of the voting process, the elected students are interviewed by members of the School Executive – this is a daunting prospect in itself.

It is both humbling and gratifying to witness the courage of the girls who seek election to leadership positions, knowing that only one-third of the candidates for these roles can ultimately be elected. The successful candidates show further courage in their interviews with members of our Executive, but it is also the resilience of the unsuccessful candidates – as well as the caring support they receive from their peers – that is clear evidence of the strong personal qualities that Lauriston girls develop during their school years. In developing courage, resilience, and empathy, our students gain immeasurably, both while at school and throughout their lives.

Nene Macwhirter
Deputy Principal / Head of Senior School
Building courage and resilience at Howqua

Courage demonstrated by students while participating in Howqua’s outdoor and fitness programs is more easily recognisable: the student who pushes through the pain barrier in order to complete a run or hike to the best of her ability – tackling that final hill without stopping, even after a tumble and a scraped knee; the girl who makes one more move while rock climbing, even though she is scared of heights; the students who paddle through rapids despite being frightened by the rushing water – all are demonstrating personal courage in the face of significant physical challenges.

Courage in the academic context also takes various forms: for some girls, making a class presentation, or acting or singing in front of a class, requires courage; for other students, it takes courage to ask questions of teachers and guest presenters, or to express a view when there is a risk of being wrong.

Resilience is somewhat different from courage. In psychological terms, resilience is defined as a capacity to cope with stress and adversity. The Howqua year provides Lauriston students with an array of experiences designed to build this capacity, in our outdoor and fitness programs, and in the classroom, the girls are continually challenged and tested. Sharing one’s home, for the better part of a year, with eight or nine fellow students also requires resilience – as well as cooperation, patience and a willingness to compromise.

In their Health and Wellbeing classes, the students learn about coping with stress. They study the causes and triggers of stress, look at ways to minimise stress factors in their lives, and learn how stress can be managed. Resilience, framed as the ability to bounce back from adversity and disappointments, is often discussed in the girls’ pastoral care sessions with their tutors. It is important that the students come to understand that life is not always made up of successes, and that we can learn a great deal from our so-called failures.

The structure and continuity of the Howqua program, the unique environment in which learning at Howqua occurs, the myriad opportunities both in and outside the classroom, and the constant support provided by our staff, mean that our Year 9 girls are given every chance to extend themselves and to build courage and resilience in a variety of settings. In turn, the students’ achievements are celebrated, particularly in reflection sessions and debriefs. These mark the girls’ completion of activities previously thought to be impossible or the reaching of goals that were once thought unattainable.

Sam Ridley
Assistant Principal, Howqua

Lauriston’s Howqua program is both sequential and continuous, providing opportunities for our students to experience growth in a wealth of areas, which embrace social and emotional development: outdoor skills and physical fitness; and academic learning. Throughout their year at Howqua, and in all areas of their learning, the girls are encouraged to build a deeper understanding of the merits of cooperation (and of compromise); a strong awareness that their actions have consequences, for which they must accept responsibility; a keen appreciation of the value of effective communication; and, perhaps most importantly, courage and resilience.

Courage comes in all shapes and sizes at Howqua. Sometimes it is tangible, concrete and immediately recognisable: at other times it is less obvious. In the realm of the girls’ daily lives, showing courage might, for example, involve gently and constructively confronting a fellow student about a behavioural matter, or taking a stand on an important issue. Building the courage to take positive action, particularly in situations where others prefer to sit back and observe, is an important aspect of our students’ social and emotional development.

Children need a certain amount of resilience in order to be able to cope with the ups and downs that are part of life. They need to learn how to cope with life’s disappointments and troubles, and to bounce back after stressful experiences or misfortune.

As children face the rough-and-tumble of life, they are constantly challenged at an emotional level. When they regulate their emotions and respond in constructive ways to the uncertainties and challenges that life presents, they are demonstrating the intelligent use of their emotions – intentionally making their emotions work for them, rather than being at their mercy.

Children who develop emotional resilience possess an invaluable capacity: it is about being in control and believing in one’s ability to work through setbacks and risk situations in a capable, effective and positive manner. Having a capacity for resilience empowers a child to develop coping behaviours, to persist in the face of challenges, to bounce back from ‘failure’ with confidence and self-esteem intact.

To achieve emotional resilience, children need to develop five ‘emotional capabilities’. They need to learn to know their own emotions; to manage their emotions; to motivate themselves; to recognise emotions in others; and to respond appropriately to the emotions of others.

To reinforce negative self-perceptions. Adults who actively focus on positives when relating to children (for example, by asking them about the good things that have happened in their day) are helping them to develop a frame of reference that will see them best placed to deal with the disappointments, personal conflicts, and other struggles, that are part of life – and from which we cannot forever protect them.

The emphasis on positive thinking, and thus an emotional resilience, that underpins our K–4 wellbeing program aligns strongly with Lauriston’s ethos, wherein focusing on the whole child is an essential part of providing a well-rounded education.

Recently, we announced the rollout of our revised K–4 wellbeing program. This program has been designed to encourage children to develop five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. It is in developing these competencies that children develop emotional resilience.

Drawing on aspects of the highly regarded Bounce Back and MindMatters programs, our K–4 wellbeing program encourages children to recognise their personal strengths, to name and identify their feelings and to manage them effectively, to engage in positive self-talk, to view negative events realistically rather than to catastrophise, and to understand how their actions can impact on the wellbeing of others.

In the increasingly popular field of positive psychology, a great deal of attention has been given to the link between children’s self-talk and their feelings and subsequent behaviour. Negative self-talk can create self-fulfilling prophecies – it can lead children to behave in ways that bring about new situations that serve only to reinforce negative self-perceptions. Encouraging children to adopt a positive frame of mind means providing them with skills that will help them to recognise and interrupt negative thought patterns, and to view disappointments and failures from different angles.

In learning to focus on the positive elements in their lives, children need to be supported by strong adult role models. Adults who actively focus on positives when relating to children (for example, by asking them about the good things that have happened in their day) are helping them to develop a frame of reference that will see them best placed to deal with the disappointments, personal conflicts, and other struggles, that are part of life – and from which we cannot forever protect them.
Courage, resilience and social skills – building the foundations

As it relates to children, I define resilience as: ‘the ability to bounce back, to have another go, to not give up too soon, to try a different way, to not be too disappointed or devastated if things go wrong, to be able to keep going and not give up.’ (Kathy Walker, education consultant, parenting expert, and author)

In Lauriston’s Kindergartens, our philosophy is influenced by that of the world-renowned schools of Reggio Emilia in Italy, and we believe that children are strong and powerful. We give our children every possible opportunity to attempt everyday tasks themselves. Putting on your shoes after a session in the gym, putting on your own art smock or helping friends to put theirs on, unpacking your bag – all are important achievements that increase independence and have a positive impact in terms of how children think about themselves. ‘I can do this!’

Our children are constantly presented with learning materials that lend themselves to any number of potential uses. In providing these materials to the children, we are encouraging them to take a risk, to draw on their own creativity as they decide what they will do next. Often we hear children exclaim: ‘What can I do with this?’ In this case, staff are on hand to support and scaffold the child’s interactions with the learning materials. Later, when the child has constructed a car or a house or a person, the look on his or her face testifies to a genuine sense of achievement. Some of joy on his or her face testifies to a positive impact in terms of how children think about themselves. As education consultant Kathy Walker puts it: ‘A key message for adults when working with children is that inappropriate, but don’t label the child as if all they are is the behaviour. In other words judge the behaviour not the child.’

Our staff support these children by helping them to develop the knowledge and skills they need in order to succeed in their endeavours. A close partnership between home and kindergarten helps our children gain a strong sense of who they are and what they are capable of. Children also derive confidence and self-esteem from developing positive, caring relationships, both with other children and with adults. The messages that we as adults convey to children reinforce the beliefs they have about themselves. As education consultant Kathy Walker puts it: ‘A key message for adults when working with children is to discuss or comment on … behaviour. The behaviour may be inappropriate, but don’t label the child as if all they are is the behaviour. In other words judge the behaviour not the child’.

Creative activities require of children the courage to start (and to take a risk), the courage to persevere, and the courage to describe their work to a friend, teacher or parent. Resilience is called for when a comment about the work is not what the child was hoping to hear, when another child knocks over a carefully assembled building, when the spaceship falls apart.

While our children are encouraged to build courage and resilience through an engagement with the creative arts, their kindergarten experience of course provides them with an array of other opportunities for developing these capacities.

Learning social skills is another vitally important aspect of children’s time at kindergarten. Children are by nature egocentric, but at kindergarten they develop a sense of ‘other’ as they learn to successfully negotiate the social situations that they find themselves in day-to-day. Many core social skills are learned through play, and in our Kindergartens we facilitate play situations in which the children have to cooperate and collaborate with each other – sharing play spaces, asking each other for help and, most importantly, acknowledging each other’s ideas and knowledge. By playing games of chance, the children learn to win or lose graciously. The acquisition of social skills contributes so much to children’s happiness and wellbeing.

There are times when the children are explicitly taught social skills. For example, we may remind them about manners, or support them as they rehearse what to say in a particular circumstance.

At Lauriston, celebrations are a big part of kindergarten life. When a collaborative project comes to an end, we encourage a celebration to acknowledge everyone’s contributions and we all share the joy of a job well done, skills practised and knowledge acquired!

Robyn Ambler & Fiona Ireland
Directors of Kindergartens
Drama and performance

Our Years 10–12 Drama students have spent the past semester creating and developing original pieces of work. The VCE Drama students devised ensemble performances on the theme of ‘Mythology of the Sea’, drawing on narratives in Ovid’s Metamorphoses and Homer’s Odyssey, while the IB students devised work inspired by Picasso’s celebrated painting Guernica (1937).

Following the VCE and IB students’ performances, we finished our season of ‘devised presentations’ with the Year 10s’ performance in the 17th Monash Schools’ Theatre Festival. The Year 10 girls presented their original work The Carolines, which tells the stories of inspirational women who have experienced great suffering and who ‘have risen above hardship and… exceeded expectations placed upon them, or succumbed to the oppression of their surroundings’.

Under the guidance of teacher Lisa Khan, the girls had developed characters based on seven notable women, including Annette Kellerman (known as ‘the Australian Mermaid’), who overcame disability to swim the English Channel; Zhu Xiao-Mei, who was born in China during the Cultural Revolution and watched as her piano was smashed to pieces by the Red Guard – but went on to become a concert pianist; and Miep Gies, the Dutch woman who harboured the Frank family in her home in Amsterdam during World War II and was subsequently honoured for her act of heroism.

The Monash Schools’ Theatre Festival, where The Carolines ‘debuted’, provides a showcase for original short theatre works by Year 9 and Year 10 students. The festival offers students a wonderful opportunity to share their work with audiences and to be part of a wider drama community.

Hayley Sandpearl
Director of Drama

Years 5–8 Musical

In late May, Irving Hall was transformed into an idyllic farmyard, as fifty-three girls from Years 5–8 presented the musical Honk! Junior to the Lauriston community.

Honk! Junior, created by George Stiles (music) and Anthony Drewe (lyrics), is a contemporary version of Hans Christian Andersen’s classic tale The Ugly Duckling. Ugly is born to a time-poor mother and a father who shirks his responsibilities; his four siblings delight in teasing their young brother. Ugly decides to run away and is assisted first by some deluded geese and then by a chorus of froglets. In the end, although he has realised that he is a swan, he decides to return to his duck family and to embrace being different.

All cast members are to be congratulated on their exuberant performances, and also on their positive and committed approach to rehearsals. At Lauriston we place great value on the idea of theatre as a collaborative process: the girls involved in school productions are encouraged to support each other and to be appreciative of each other’s contributions. A strong spirit of cooperation fosters respect both for others and for oneself, and leads to polished productions of which the girls can be proud.

Special thanks go to the Year 8 crew, who displayed enormous initiative and teamwork during production week, and to our Year 10 assistants – Sophie Ralph, Georgina Sinclair and Ellen Soust – who encouraged and supported our cast throughout the rehearsal period.

My sincere gratitude to Deb Carman, Bron Grieg and Kate Kaleski (from Lauriston’s Music and Drama departments), who assisted throughout the rehearsal period and production week.

Finally I would like to thank Jannah Davies, our director and choreographer. We were most fortunate to work with a person of Jannah’s experience and talents. Jannah guided the girls with great vision and inspired them to do their very best.

Kellie Ryan
Director of Music
Guided tour and courageous exploration

Mathematics at Lauriston is both guided tour and courageous exploration. Students are introduced to new concepts in a variety of ways: they learn by working with concrete materials, patterns, diagrams, graphs and technology, and their learning is always supported by many examples. Guided by their teachers, they are encouraged to write fluent and logical solutions, using correct mathematical notation. Thus the students, working with their teachers and peers, often follow a traditional path, one that has been trod for hundreds if not thousands of years - although of course this path is new when one has never walked it before.

Mathematics at Lauriston is also about demonstrating courage and resilience, by setting off on a journey with little guidance but with great determination. Students are introduced to problems and inquiry tasks that are unfamiliar and perhaps open-ended, and when an attempted solution leads to a dead end it may be necessary to backtrack and tackle a new trail.

The students also have opportunities to enter national and international mathematics competitions that pose unique, puzzling questions. In early May thirty Lauriston students participated in the University of Melbourne’s School Mathematics Competition. This competition is not for the faint-hearted. For students in Years 7 and 8, it takes the form of a two-hour examination; students in Years 10-12 sit a three-hour paper. And the competition questions are particularly challenging.

This year, fifty-nine of our students from Years 5-10 entered the Mathematics Challenge for Young Australians conducted by the Australian Mathematics Trust. The Mathematics Challenge is held over a three-week period, during which time the participating students are required to write comprehensive, elegant and mathematically sophisticated solutions to six problems. In August, all of our students in Years 7-9, together with volunteers from Years 10-12, will take part in the Australian Mathematics Competition, a prestigious international event that has been running for more than thirty years.

Science is a cutting-edge subject. It is exciting to be involved in an area that is constantly changing - an area where new ideas are continually being generated. Many of the groundbreaking advances made by scientists have resulted from years of study and research; only occasionally can they be attributed to chance. At Lauriston our students are taught to follow a rigorous scientific method, to substantiate their findings and, where necessary, to defend their ethical standpoint. Our Science teachers are always mindful, however, that the students need to have open minds. They also need to be able to embrace failure as part of the learning process, and, when faced with a setback, to have the courage to try again.

In Year 7 Science and indeed again at Years 9, 9 and 10, students are required to design their own experiments in order to investigate a concept they have been studying in their lessons. This process introduces the girls to scientific method and they learn how it allows them, after analysis, to come to a justified conclusion. Recently the Year 7 students who have been studying forces carried out a design experiment that investigated friction. When conducting an investigation such as this, students need to be resilient – to have the courage to try again - as sometimes their design does not work and has to be adjusted.

To ensure that our students are exposed to the latest technologies being used in our universities and research institutions, we take the girls off campus to visit facilities such as the Gene Technology Access Centre (GTAC) at the University of Melbourne. We also invite experts to come to Lauriston.

Recently CSIRO facilitated in our laboratories a series of experiments concerned with immunity. It is important that our VCE and IB Biology students gain an understanding of the immune response. Learning how organisms recognise and eliminate invading pathogens allows us to effectively manage the impact of infectious diseases. The CSIRO program saw the girls perform a haemagglutination (blood typing) test, as an introduction to differentiating self from non-self. They also used an enzyme-linked immunosorbent assay (ELISA) to investigate the role of the specific immune system and differentiate its function from that of the non-specific immune response. Other hands-on activities allowed the students to deepen their understanding of immunity.

Lauriston’s cooperative relationships with research bodies and tertiary institutions, and the exploratory nature of our Science programs, ensure that our students not only acquire a sound body of scientific knowledge but also gain an appreciation of how advances in science and technology come about. We hope that some day, equipped also with the courage and resilience they have learned at school, they might even contribute to a scientific breakthrough!
Connecting with the community

Recently, a number of our senior girls participated in World Vision’s Global Leaders Convention for 2012. Global Leaders Conventions are one-day leadership events that are ‘designed to inform and empower students in Years 10–12 who are passionate about being a voice for justice in the world’. Vicky Tan, one of the Lauriston students who attended this year’s convention, says: ‘It explained to us in a meaningful way what is happening in the world today. It illustrated the contrast between our lives and the lives of children in Africa’.

The Year 6 Community Service Leadership Group has attended a Kids View conference. These events are hosted by Bahay Tuluyan Philippines on behalf of Bahay Tuluyan, a Filipino non-government organisation that provides a variety of programs and services aimed at preventing and responding to the abuse and exploitation of children in the Philippines.

In March we saw Purple Heroes in our Kindergartens, as our youngest students raised awareness of epilepsy through their involvement in Purple Day (26 March). Founded by Cassidy Megan, a young Canadian girl, Purple Day raises funds to support people with epilepsy, and their families. Our Kindergarten children added a touch of purple to their clothes on the day and donated a gold coin to Epilepsy Australia. Lauriston’s School Nurse, Alicia McGain, spoke to the children about epilepsy and read aloud from a picture storybook about the illness so as to help them gain an understanding of it.

This year Lauriston again participated in Australia’s Biggest Morning Tea, which raises funds for Cancer Council Victoria. Morning teas were held at both Armadale and Howqua, and the School community also continued to pursue their own voluntary activities, enriching their own lives and those of the people and organisations they support.

Joan Hammonds
K-12 Community Service Coordinator

Chloe has been selected to attend National Youth Science Week, which is held in Pretoria, South Africa. In January this year Chloe participated in the National Youth Science Forum (NYSF), a two-day residential program for Australia’s top science students. To gain admission to the NYSF – in which there are only 432 places – Chloe competed with some two thousand other applicants nationwide.

Following on from the NYSF Chloe was selected as one of only six Australian students who will be attending National Youth Science Week in Pretoria.

Earlier this term, Katie was selected for the Victorian squad to go to the Australian Schools Water Polo Championships (held earlier this term), and she has since been chosen as the goalkeeper for the All Australian Girls Water Polo Team.

Georgia won the regional final of the Victorian Curriculum and Assessment Authority’s Plain English Speaking Award (PESA). As Lauriston Life goes to press, Georgia is competing in the PESA state final.

Chloe Higgins
(Year 12)

Katie Bunt
(Year 11)

Georgia Frazer
(Year 11)

Sophie Coltman
(Year 11)

Sophie has undertaken four days of training at the Australian Institute of Sport in Canberra.

Georgia achieved Second Place in the 18 Years and Under Woodwind/Bass – Own Choice Solo category of the South Eastern Arts Festival. Georgina also competed in the state finals of the Rostrum Voice of Youth where she was awarded third place in the junior division.

Georgia was named runner-up in the regional final of the Victorian Curriculum and Assessment Authority’s Plain English Speaking Award (PESA).

Sophie was offered a 14-day training camp at the Australian Institute of Sport in Canberra, and has since been selected for the Under 18s Women’s team to compete against the New Zealand Schools Water Polo Championships.

Chloe has been selected as a member of the Victorian squad competing at the Australian Schools Water Polo Championships, which were held earlier this term.

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Chloe Higgins
(Year 12)
Samantha recently competed in the Australian Gymnastics Championships, held in Sydney. She represented Victoria and was awarded a bronze medal for her performance in Floor.

Vanessa Mae was chosen to compete, as part of the Victorian state team, in the Australian Trampoline Championships, held in Sydney. Vanessa Mae came third, despite dislocating her knee three times.

Amelia achieved Honours in her AMEB Clarinet examination.

Anna participated in the Laser 4.7 Youth World Championships, held in Buenos Aires, Argentina, earlier this year. She competed very successfully in this international event for Laser 4.7 sailors, placing fifth in the Girls Under 18 category – a wonderful result!

16 sailors, placing tenth in the Laser 4.7 Youth World Championships, held in Buenos Aires, Argentina, earlier this year. She competed very successfully in this international event for Laser 4.7 sailors, placing fifth in the Girls Under 18 category – a wonderful result!

Rachel has recently joined the team at Lauriston on a part-time basis, as our Events and Community Relations intern. In this role, Rachel works closely with our marketing team, helping to organise events and reunions at Lauriston.

Rachel is currently in her second year at La Trobe University, studying for a Bachelor of Business (Event Management/Marketing) degree – and loving it!

After completing high school in Gippsland, Rachel undertook a traineeship in business administration at a local manufacturing business. After two years with the company, Rachel was ready for a new challenge, so last year she made the big move to Melbourne to study at La Trobe.

Jo has a Bachelor of Education degree, and has previously worked at Loreto Mandeville Hall. Jo thoroughly enjoys engaging with Senior School students, and says that if it is a privilege to see the girls ‘grow’ during their years at Lauriston.

Jo has a Bachelor of Education (Physical Education) degree, and has previously worked at Loreto Mandeville Hall. In her personal time, Jo enjoys netball, basketball, walking, going to the gym, snowboating, reading and shopping.

Nia has a great passion for travelling the world and exploring new countries. She also enjoys cooking, dining out and gardening. Nia has an Australian Ballet subscription, is a member of the National Gallery of Victoria, and is a member of the Melbourne Football Club.

Samantha recently competed in the Australian Gymnastics Championships, held in Sydney. She represented Victoria and was awarded a bronze medal for her performance in Floor.

Vanessa Mae was chosen to compete, as part of the Victorian state team, in the Australian Trampoline Championships, held in Sydney. Vanessa Mae came third, despite dislocating her knee three times.

Amelia achieved Honours in her AMEB Clarinet examination.

Anna participated in the Laser 4.7 Youth World Championships, held in Buenos Aires, Argentina, earlier this year. She competed very successfully in this international event for Laser 4.7 sailors, placing fifth in the Girls Under 18 category – a wonderful result!

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Mentoring the Teachers of the Future

One aspect of schooling that we are all very aware of is the importance of quality teachers. Lauriston is blessed with a plethora of quality teachers. But where do they come from? How does a quality teacher become a quality teacher? Much can be attributed to the professional learning culture of a school and the opportunities and incentives offered in the career structure of a teacher. But what happens before this, in the training a person receives at university so as to graduate as a teacher?

We don’t often stop to think about how our favourite teachers were once university students. And that before this, they were school students themselves. Deciding to become a teacher is a big step to take. Often this decision is based on perceptions of one’s own favourite teachers, or relatives who are teachers, or it may be based on enjoying particular subjects, or on a wish to work with young people; there are many reasons. Once this decision is made, though, then a university course must be selected.

Such a decision can be a bewildering one - as there are many courses on offer. But recently there has been a significant change in the marketplace, a change that Lauriston has been part of: work at the University of Melbourne, where our pre-service teacher education is only available at the graduate level. This means that students must have completed an undergraduate degree before they can study to become a teacher. To graduate from the University of Melbourne as a teacher you are now required to complete a Master of Teaching.

A central aspect of the Master of Teaching program is that our teacher candidates spend about half of their time during the degree actually in schools. Lauriston is a key player in this undertaking, helping to train the next generation of quality teachers by placing them with quality mentors. But such training is not simply about copying good practice. The Master of Teaching degree is renowned as being very intensive because it strives to achieve a strong collaborative partnership between schools and the University.

This collaboration is most visible in the way teacher candidates spend their time. They are in schools two days per week and then in university classes for the remaining three days. This enables a close connection to be achieved: teacher candidates bring knowledge and understanding from university to their school placement, as well as using the experience gained in the school to inform their discussions and assessments at university. In addition to the two days per week, teacher candidates undertake a concentrated two- or three-week stint in the school classroom each semester.

Of central importance to this collaboration is the employment of experienced staff to manage and support both teacher candidates and mentor teachers during the placements. Lauriston employs Susannah Johns in this role. Susannah has been a classroom teacher at Lauriston as well as Coordinator of Mentoring the Teachers of the Future.

As always in the first half of the year, a period in which there are numerous professional learning opportunities for our teaching staff, the past few months have been a flurry of activity for the Lauriston Institute.

In the last issue of Lauriston Life, I spoke of the visit by our entire staff to our Howqua campus – a wonderful opportunity for us all to deepen our understanding of the unique contribution that Howqua makes to our curriculum and to the life of the School.

The Howqua visit, however, was just one of a range of major activities on the Institute’s calendar.

Before the beginning of the school year, new staff completed a two-day induction program, where they were Introduced to their mentors and briefed on a range of policy and organisational matters. They were also trained in the use of Moodle, the online curriculum delivery system now being used by our staff and students.

An all-day coaching training session was conducted during the first week of Term 1, providing Faculty Heads, Junior School Coordinators, non-teaching staff, administration managers and the Executive Learning Team with training in peer coaching methodology. All of the research evidence points to peer coaching as a way of enhancing capacity. Our Term 1 coaching training session was the first part of a training program whose aim is to up-skill middle managers in the art of coaching others.

We plan to continue with our instructional leadership program, which is being facilitated by Associate Professor John Murro from the University of Melbourne. This program utilises videotapes of Year 3 and Year 8 literacy and numeracy classes to illustrate particular instruction techniques that are at the centre of current thinking on enhanced learning. Later this year we will be introducing the instructional leadership program at Blairholme.

The Institute is also involved in the parent information sessions held throughout the year. In Term 1, the well-known adolescent psychologist Dr Michael Carr-Gregg spoke to an audience of about two hundred parents and staff about building resilience, and about cyber safety and talking to teenagers. Michael was well received and will be doing more work with us around a range of student welfare strategies.

Over the coming months, we will be holding seminars for the girls (topics will include alcohol, drugs and safe partying), further seminars for parents (on raising toddlers and younger siblings; and understanding and managing allergies), and sessions on cyberbullying, for both students and parents.

Another recent initiative is the establishment of a group of staff contact officers. We use Independent Schools Victoria (ISV) staff, student and parent satisfaction surveys to gather data about the connections that staff, students and parents make with the School. Our staff survey drew our attention to the fact that staff need to be able, from time to time, to have a neutral professional conversation with a person who can offer advice but who is not a member of the current School Executive. In the past, staff could discuss professional issues with Lauriston’s Director of Human Resources (Teaching), Gillian Anderson. Since Gillian’s retirement, in July last year, the School’s human resources management function has been shared between the Principal, the Business Manager, and the Director of the Lauriston Institute, all of whom are members of the Executive.

We decided to address this issue by appointing a number of staff contact officers, and were delighted that both teaching and non-teaching staff members volunteered to train for the new role. The School now has five staff contact officers, all of whom are available to talk with and offer support to fellow staff. The new program will be trialed for twelve months, and will be regularly reviewed during this period to ensure that it meets staff needs.

The Institute continues to play a role in the wider community. We have been involved in the development of the Becoming Asia Literate initiative, which is managed by the Asia Education Foundation on behalf of the Australian Government. We have had discussions with the Faculty of Business and Economics at Monash University about some ongoing projects with our Humanities Faculty; we have conducted two school reviews; and during Term 2 we managed a leadership conference for 260 school principals and other senior educators. The Director continues to be an adviser to the International Confederation of Principals and to provide education advice to the Asthma Foundation of Victoria.

Nick Thornton
Director, Lauriston Institute

Lauriston Institute

A hectic few months

Dear Lauriston Community,

Dr Michael Carr-Gregg spoke to an audience of about two hundred parents and staff about building resilience, and about cyber safety and talking to teenagers. Michael was well received and will be doing more work with us around a range of student welfare strategies.

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Developing Quality Teachers

Lauriston Institute
Why bequests matter

Making a bequest to Lauriston allows former students and their families to maintain their connection with the School in a special way, while also ensuring that Lauriston students will continue to benefit from an exceptional educational experience.

Past School Treasurer Michael Ullmer, a former Lauriston parent, has recently decided to make a bequest to the School. Here he tells Lauriston Life why he believes that bequests are so important to Lauriston’s future.

Could you tell us about your family’s links with Lauriston? When we arrived in Australia, in 1979, a good friend of our family, who had a long association with Lauriston, highly recommended the School for our (yet-to-be-born!) daughter Jane. When Jane arrived, in January 1980, we put her name down straight away, and she started in Prep in 1985. A few years later I was invited to join the Lauriston Foundation, and subsequently joined the Council and took over from John Donges as Treasurer of the School. At that time John and I were partners at KPMG. I remained Treasurer until 1994, when we moved to Sydney in connection with my work. My time as Treasurer spanned the conception and development of Hawqua, and we were delighted that Jane was able to benefit from the Hawqua experience in Year 9, her final year at the School before joining us in Sydney.

Why have you chosen to make a bequest to the School? Lauriston is a fantastic school, and the objective of providing girls with a rounded education that opens up an independent future, and a future of possibilities, is a philosophy that resonates strongly with me. I have come from a modest background, and it was the commitment of my parents to ensuring I had a good education that gave me incredible opportunities to develop the career I have. For this reason I have always focused part of my philanthropic work on education. I recently became Chairman of the Business Working with Education Foundation, whose aim is to increase business and philanthropic engagement with government schools.

Why are bequests important to Lauriston? As an ex-Treasurer of the School, I know full well that the fees parents pay, together with grants from government, are barely enough to cover the annual running costs. Many parents find this surprising. But the reality is that, without the generosity of others in the past who have contributed capital to build the infrastructure and create the reserves for scholarships funds and the like, there would be no school for the girls to attend. Hence I feel strongly that, as parents whose children have benefitted from the contributions of others in the past, we have an obligation to contribute, where we can, to the education of current and future generations.

Many parents contribute generously through annual giving programs and capital campaigns, but an area that is often overlooked is bequests. In part this is because people are often reluctant to contemplate how their estate will be handled. However, I believe it is important to think today about what sort of legacy one can leave, and where one can make a real difference. It is also important to discuss this with the family so they understand your wishes.

How would you like to see your bequest used by the School? In leaving a bequest to the School, my intention is to fund a scholarship so that a girl who otherwise would not be able to benefit from a Lauriston education will get the same start in life that I was able to have, and that we have given our children. Education is the great leveller that allows individuals to reach their potential regardless of background, and to make their full contribution to society.

There is a vast difference between the level of philanthropic support provided to girls’ schools and that provided to boys’ schools. Would you care to comment? One thing that has always intrigued me is why the level of philanthropic support, including bequests, for boys’ schools so significantly outweighs that for girls’ schools - notwithstanding that the girls live longer than the boys and have the money to bequest. The reality is that when making a bequest a woman will often favour her husband’s school. I take the view that we must tilt the playing field in favour of the girls, to even up the balance over time, and that we must encourage the School to build stronger alumni links to redress the balance!

Michael Ullmer spent his early career with KPMG and with Coopers & Lybrand. He went on to join the Commonwealth Bank as CFO and then National Australia Bank, where he recently retired as Deputy CEO.

Thanks to generous support from the Lauriston Foundation, the Lauriston Community Scholarship program has awarded the School an inaugural equity scholarship. This two-year scholarship, which has been renamed and is now the Lauriston Community Scholarship, is awarded to young women who would not otherwise have the financial capacity to experience a Lauriston education.

In 2011, the Lauriston community donated almost $250,000 in support of the scholarship program. The donations were used to establish a corpus, and the interest earned from this investment is funding the inaugural Lauriston Community Scholarship.

Were it not for the generosity of the School community, our inaugural scholarship recipient would not have had the opportunity to experience a Lauriston education. She is already making the most of her time at Lauriston, playing in an orchestra, singing in a choir, playing netball and throwing herself into House activities.

‘Studying at Lauriston is a wonderful experience. I’ve been welcomed by both staff and students, and been presented with endless opportunities,’ she says.

I’m so grateful for the help I’ve received from the Lauriston community. The scholarship I’ve received has enabled me to complete my studies with confidence and plenty of encouragement to thrive.

Lauriston Foundation President Michael Rowland says that the Foundation was thrilled with the support given to the new scholarship program in 2011.

‘Thanks to this support, we have already made a life-changing difference to our first scholarship recipient. In 2012, we are once again asking the Lauriston community to show their support so that we can increase the number of scholarships we offer and make a difference to the lives of more young women,’ says Michael.

In 2012, we hope to raise $350,000 through the Annual Appeal so that we can offer additional scholarships. These scholarships will be funded directly from interest earned on donations, which means that money already donated, along with future donations, will continue to provide scholarships for deserving young women, for perpetuity.

We ask you to consider showing your support for the Lauriston Community Scholarship program by making a donation to the Annual Appeal online (visit www.lauriston.vic.edu.au, select ‘About Lauriston’ and then ‘Payments Online’ and select your payment type Donation to Scholarship Fund). An image of a brick is available for purchase at $150 for each brick purchased ($130 is directed to our Scholarship Fund). Your brick will be laid under the Moorabbin Bay at the School, and will become a permanent memento of your support for our scholarship program and of your links with Lauriston.

To find out more about the Lauriston Community Scholarship program, and to discuss ways you can show your support, please call our Director of Advancement, Marina Johnson, on 03 9864 7525 or email johnsonma@lauriston.vic.edu.au.

Lauriston Kitchens

This unique and beautifully photographed cookbook was developed by the Lauriston Parents’ Association and features many delicious and simple-to-cook recipes - all tried and tested by our favourite ladies, supplied by members of our School community.

File with gorgeous full-colour photographs - all dishes ranging from chicken tenders with tarragon cream sauce, to BBQ red duck curry, to chocolate raspberry pavlova - this 200-page publication contains recipes for every occasion.

At only $45 per copy (or $120 for 3 copies), Lauriston Kitchens makes an ideal gift. To order your copy now, visit www.lauriston.vic.edu.au and click on ‘Community’ and then on ‘Lauriston Kitchens: A Cookbook for Life’. Alternatively, email events@lauriston.vic.edu.au or call 03 9864 7555.
Faces from the past: Student photographs of teachers

Despite loomimg large in the day-to-day life of a school, and in the memories of their students, teachers are curiously shadowy creatures in the documentary record. In the Lauriston Archives, for example, we have many hundreds of photographs of students and School buildings, but only a handful of photos of staff members, particularly for the period prior to 1970. It has been extremely gratifying, therefore, to receive a number of donations of snapshots, taken by students, of Lauriston teachers of the 1930s, 1940s and 1950s.

We are delighted to bring a selection of these images to readers of Lauriston Life – and we would love to receive more donations of photographs like these. They tell us all so much about the life of the School.

Jenny Bars
Archivist

A changing of the guard for the OLA

For the past ten years, the Old Lauristoniens’ Association has been admirably led by Vicki Redwood (President), supported by Heather Barker as Vice-President, Georgie Clegg as Treasurer, and Ri Pitt as Secretary. The smooth running of the OLA over the past decade is due to the hard work and dedication of these four women and to the commitment shown by the other members of the OLA Committee.

After so many years of service to the OLA, the Committee’s Executive recently decided that it was time to step down. Thankfully, four relatively new members of the Committee have enthusiastically taken on the responsibility of leading the OLA.

We are delighted to take this opportunity to introduce Old Lauristoniens to the OLA’s new Executive.

President – Prudy Barker (2000)
Prudy has been Vice-President of the OLA for the past year and the OLA representative on the Lauriston Council for two years. Prudy is excited about the OLA’s upcoming hundred-year anniversary, and hopes that many alumni will help the OLA celebrate this important milestone.

Vice-President – Sarah Korman (2000)
Sarah studied Commerce/Law at the University of Melbourne, and while a student she also went on an exchange to University College Dublin. After completing her university studies, Sarah worked for a large investment bank in Melbourne. She now works at one of the ‘big four’ Australian banks, running its debt investor relations function.

Secretary – Sarah Gamboni (2000)
Sarah completed a Bachelor of Science (Hons) degree at the University of Melbourne and then moved to Flinders University, in South Australia, to study postgraduate Medicine. Having completed two years at the Alfred Hospital, she is now working at the Skin & Cancer Foundation in Carlton and has her fingers crossed that she will get into Dermatology! Sarah is excited about the upcoming hundred-year anniversary of the OLA.

The OLA Committee would love to hear from any alumni who are interested in helping out with OLA events and other activities. If you would like to help, contact Prudy Barker at prudybarker@gmail.com.

The Lauriston Parents’ Association and Friends of Lauriston Arts invite all members of the School community to L’art – a whole-school arts festival that will run from 30 July to 1 August.

L’art will feature a wealth of student work; artists-in-residence; tapestry workshops; yarn bombing and a poetry slam; a display of book illustrations; and an open studio, where students can be seen making their art.

A festival highlight will be L’event, a cocktail party and art auction at which fine art made available by Melbourne’s leading commercial galleries will come under the hammer. We hope that you will be able to join us for what promises to be a very lively fundraising event! (see page 31 for more details).
Naomi Tippett (Jacobi, 1947)

After graduating from Lauriston in 1947, Naomi completed a Diploma of Graphic Art at RMIT and a degree in Fine Arts at the University of Melbourne. She then worked as a graphic artist, both in industry and freelance.

In 1954 Naomi married, and went on to raise four children and to teach art at Casey Grammar School. In 1976 she became the General Manager of the Creative School, a school holiday ‘kids’ skills’ program that catered for some eight hundred primary school children.

In 1978, with the aim of building primary school children’s multicultural understanding, and self-esteem, Naomi established the Polyglot Puppet Theatre, Polyglot, which today has an international reputation, performs around five hundred shows each year in primary schools, using seven languages in the program. Naomi was General Manager of Polyglot for twenty years, and in 1996 she received an award in recognition of her work.

Together with her husband, Dr George Tippett, Naomi initiated a Melbourne-based program that encourages local dentists to work among Tibetan children in Dharamsala, India, and has assisted in a program to minimise worm infestation among children in Vietnam.

To commemorate the Dalai Lama’s visit to Melbourne in 1992, Naomi established a Peace Garden in the Carlton Gardens and produced a Peace Kit for teachers and primary school children.

From 1998 to 2011 Naomi was president of ForChildren (Australia), an organisation focused on ‘enhancing the welfare of children and families irrespective of race, colour, sex, religion, disability or birth status’. ForChildren ‘strives for a world where children are highly valued in society and where they have the opportunity to grow in an environment where they can reach their potential’. ForChildren’s commitment to children extends across Australia (the organisation supports Yrik Aboriginal Community School in the Kimberley), and globally (ForChildren assists the Goodwill Social Work Centre in Madurai, India).

Naomi has published two books – Planning for Play (1986) (co-authored with Dorothy Rickards) and A Family Haggadah (2002) (interpreted by Rabbi John Levi and illustrated by children from the King David School). Naomi’s artistic interests include ceramics and silk painting. Her works can be viewed at www.naomitippett.net.


Victoria started modelling at the age of fifteen, after her sister Emily (1999) submitted Victoria’s photo to a competition run by Girltime magazine.

Victoria’s journey in the nine years since she graduated from Lauriston has been quite remarkable. Here she tells us a little bit about it.

‘I travelled to Europe and the US to model, and worked with clients including Vogue, Dior, Armani, Replay and Levi’s.’

‘After some time travelling, I was accepted to study Performance Design at Central Saint Martins in London. At twenty-one, Dunja Knezevic and I co-founded the first trade union for models, as a branch of Equity. After a year I stood as founding chair of the Equity Models’ Committee – a position I held for five years.

Old Lauristions on Facebook
You can now keep in touch with Lauriston and with the Old Lauristions’ Association (OLA) via Facebook. Next time you visit Facebook, why not visit the School’s page, at www.facebook.com/LauristonArmadale (from there, just search on Old Lauristons to access the OLA’s page)? ‘Like’ our pages to ensure that you receive all our latest news.
News of Old Lauristionans

Caroline Wood (Hudson, 1985)
Caroline’s riding school, Blazing Saddles, featured in the Valentine’s Day edition of the television series Postcards. Blazing Saddles is located at Aireys Inlet, and Caroline welcomes visits from any Old Lauristionans who may be heading down the Great Ocean Road in search of outdoor activities, or who just want a short get-out-and-about session – the business is open every day.

Carolyn Moore (Champion, 1962)
After graduating from Lauriston, Carolyn enrolled at RMIT to study Architecture. She subsequently discovered a passion for skiing, and spent some time as a ski instructor at Zurs in Austria.
Carolyn, who has also lived in Jakarta, and farmed cattle and sheep at Timboon, recently settled in Warrnambool.
At her 50-year reunion, earlier this year, Carolyn indicated that she still has much to accomplish.

Christen Richardson (2011)
Christen recently spent four months in Europe, training for snowboarding competitions for the Europa Cup circuit in the discipline of boarder cross. Christen, who aspires to one day represent Australia in the Winter Olympics and on the World Cup circuit, spent her time in Europe gaining experience, a key success factor for snowboarding racing. She was based in South Tyrol in Austria, and in France, just over the border with Italy.

I am currently advocating for a dedicated whale museum in Warrnambool and working for social justice through Warrnambool City Council’s International Relations Advisory Committee, she said.
Carolyn was recently awarded a Victorian Women’s Governance Scholarship to attend the Company Directors Course run by the Australian Institute of Company Directors. This program aims to build the capacity, skills and experience of women currently serving on Victorian not-for-profit boards.

Carolyn was awarded her scholarship in recognition of her work with Southern Way and her years of community work in various fields. Southern Way is a non-government, not-for-profit charitable organisation that has developed into the service it is today through the initial efforts of families associated with Warrnambool’s Yalundah Adult Day Training Centre. After considerable fundraising within the local community, and successful submissions to the State Government for funds, Southern Way was able to establish a service focusing on residential care for people with disabilities.

Carolyn, 3rd from right with Postcards presenter Glen Moriati.

Emily Keon-Cohen (1999)
After leaving Lauriston, in 1999, Emily undertook an Arts/Law degree at Monash University, completed articles at a Melbourne law firm and was admitted to practice in 2009. In the same year she married and moved to Sydney with husband David Mariani. During her time in Sydney, Emily has been working as an in-house corporate lawyer and has had two children - a son, Christian, born in August 2010, and a daughter, Alessandra, born in March 2012.

Emily Keon-Cohen (1999)
In February this year, Margot travelled to Israel, where she joined her eleven grandchildren and five great-grandchildren to celebrate her grandson’s bar mitzvah.

Margot, second from left, with some of her extended family.

Margot Eriich (Shoaflander, 1953)

Victoria has been selected in the Australian Women’s Water Polo Team that will compete at the 2012 London Olympic Games. Victoria was an avid sportswoman throughout her years at Lauriston, representing the School in water polo, hockey, swimming, baseball, athletics, cross country and equestrian. She credits PE teachers Kate Gilchrist and Jeannette Gunn with having had a significant influence on her in the early stages of her sporting career.

Since leaving school, Victoria has completed a Bachelor of Planning and Design and a Bachelor of Property and Construction at the University of Melbourne. In 2011 she co-founded her own business, Elite Mentors, which supports elite athletes looking to transition into small business ownership.

Victoria has been involved with the Australian Women’s Water Polo Team since 2005 and narrowly missed out on selection for the 2008 Beijing Olympics, being named as a reserve, one month out from the Games. She bounced back from the disappointment to be named 2010 Australian Female Player of the Year, and then on 12 June this year she was named in the team to compete in London. Her sporting goal is simple – to be the best in the world.

We will be watching …

Anita Cherne (Hudson, 1962)
Anita was the first female goalkeeper in the Australian national water polo team.

Stephanie Alice Phillips (2004)
Stephanie Alice graduated with a Master of Clinical Research Methods degree from Monash University in May 2012 and will be pursing a career in the mining industry as part of Evolution Mining’s inaugural graduate program.

Stephanie Alice Phillips (2004)

Jessica Morrison (2010)
Jessica recently accepted a scholarship offer from the Australian Institute of Sport. Jessica, a swimmer, will train in Canberra in preparation for the 2016 Olympic Games, which will be held in Rio de Janeiro. Jessica has transferred from the University of Melbourne to the Australian National University, where she will study Commerce/Law. Jessica certainly is busy, juggling her training, study and casual work at the National Museum of Australia.

Jessica Morrison (2010)

President’s Council

The President’s Council welcomes visits from any Old Lauristionans who may be heading down the Great Ocean Road in search of outdoor activities, or who just want a short get-out-and-about session – the business is open every day.

We will be watching …

Christen in action.

Christen Richardson (2011)
Christen achieved some good results, and ended up finishing the season with a ranking of 21st in the final Europa Cup standings for her discipline; she ranked 16th in the Swiss nationals for boarder cross and 4th in the Junior Swiss nationals, also for boarder cross. While in Europe, Christen visited seven countries but says that Russia was the highlight. ‘I competed in Sochi, the site of the next Winter Olympics, in 2014. The event I competed in was a test event for the Games, which was very interesting, especially with the security.’

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Births

Emily Keon-Cohen (1999)
Emily and husband David Mariani welcomed Alessandra, born in March 2012.

Katherine Nickolls (1999)
Katherine and husband Shane Stevens welcomed Isabel Rose on 10 June 2011.

Renee Kharsas (1999)
Renee and husband Andrew Close welcomed Archer on 19 March 2012.

Jessica Lake (1999)
Jessica and husband Lochlan Tan welcomed Matilda on 12 April 2012.

Emily Wilmoth (1999)
Emily and husband Ged McDonald welcomed Thomas on 30 March 2012.

Engagements

Jane Newman and Thomas Scott became engaged in November last year. Jane and Thomas celebrated their engagement with family and friends, who included many of Jane’s Lauriston classmates, in February.

Stephanie Morton (2001)
In November last year, Stephanie married David Murphy at the Yarra Yarra Golf Club, in a civil ceremony conducted by Stephanie’s godmother, Stephanie and David honeymooned in Bali. They are now expecting their first baby, due in early September.

Alexandra Gibson (2002)
Alexandra married Johnny Cleary in November last year.

Kate Edgar (2000)
Kate married Andrew Cramer in March this year.

Weddings

Judy Egerton (Attwill, 1945)
(Thanks to Peter Attwill for this contribution)
Judy Egerton, a leading scholar of eighteenth-century British art, in particular the works of the celebrated painter of animals George Stubbs, died in London after a long illness. She was eighty-three.

Judy was born in Melbourne in 1928, the third of five children born to Jean (née Muecke) and Keith Attwill, a journalist.

Judy and her three sisters all attended Lauriston. Judy undertook her Matriculation year in 1945 and achieved outstanding results. She was awarded top marks in the state French, and also received the Alliance Française Prize for French. Her results were so outstanding that Lauriston students were given a full day’s holiday in her honour.

In January 1949, she married Ansell Egerton and they moved to the United Kingdom. Judy worked as a tutorial assistant in History at Queen’s University, Belfast, in 1956, following a move to London. Judy worked on both the Australian Dictionary of Biography and the British Dictionary of National Biography, as well as contributing articles to historical journals and raising her family.

In the late 1960s, she assisted Dudley Snelgrove with cataloguing the vast number of paintings, drawings and prints that the American philanthropist Paul Mellon was acquiring.

In doing this work her interest in Stubbs’s work was first aroused – it was further stimulated in 1974, when the Tate staged the exhibition Stubbs and Wedgwood. In that year, Judy joined the Tate as Assistant Keeper in the Historic (British) Department, and two years later she was the guiding light behind the exhibition George Stubbs: Anatomist and Animal Painter, which focused on the artist’s anatomical drawings.

This was followed by the remarkable Stubbs exhibition in 1984-85 at the Tate Gallery and the Yale Center for British Art, Connecticut, regarded as one of the greatest ever held at the Tate.

Judy curated other important exhibitions, including the famed Joseph Wright of Derby (1990), and she collaborated on the catalogue of a part of the Tate’s permanent collection, The Age of Hogarth.

After she retired from the Tate, Judy took up a senior research fellowship at the Paul Mellon Centre for Studies in British Art, in order to complete her superb Stubbs catalogue, published in 2007 as George Stubbs, Painter.

She also revised the British pictures catalogue of the National Gallery (London) – an enormous challenge that yielded a volume that was lauded by her peers.

Judy returned to Australia only twice, the first time with a Picasso exhibition, and the second in 1996, when she accompanied J. M. W. Turner’s painting The Fighting Temerare.

Judy’s marriage was dissolved in the early 1970s. She is survived by her daughters Bridget and Fabia, in Britain, and her brother, Peter, in Melbourne.

Lois Keast (Righelli, 1934)
Passed away on 9 April, aged ninety-five, after a short illness.
Lois attended Lauriston from 1926 to 1934 and was Vice-Captain of Kirkhope. She played tennis, hockey and basketball and was involved in athletics, and although she was not really fond of playing sport, she was an avid watcher of sports as she grew older.

Lois’s daughter, Jo-Anne McDonald (Keast), also attended Lauriston (1964-72). Lois regularly attended OLA meetings until a few years ago, when she could no longer drive to meetings.

Lois is survived by her husband, Bruce, daughter Jo-Anne and son Rowan, and five grandchildren.
Reunions and other events

Class of 1949, 80th birthday celebration
Mary Lou Philip (Doggett) recently hosted a get-together to celebrate the fact that the girls from the Class of 1949 turn eighty this year. The girls, who still call each other by the nicknames they had at Lauriston, enjoyed exchanging fond reminiscences of their time at school.

Jocelyn Goodall (Purnell) delighted those in attendance by sharing memories of her younger brother, Danby, who also attended Lauriston – albeit for a short time. ‘He was the only boy I know of who was expelled from Lauriston’s Kindergarten,’ Jocelyn said, ‘and, to this day, none of us are exactly sure why!’

Class of 1982, 30-year reunion
Some forty members of the Class of 1982, several of whom currently have daughters at Lauriston, attended their 30-year reunion. Anne Radvansky soon had the group in fits of laughter, which was a common occurrence while they were at school, according to Jane Fox (Hamilton).

Keeping in touch with Lauriston
If you know of an Old Lauristonian who has recently moved interstate or overseas, please let us know, or, better still, put her in contact with us, so that we can update her details in our database and keep in touch. There are some exciting alumni networks being established abroad in 2012.

Class of 1962, 50-year reunion
Around twenty-five girls from the Class of 1962 attended their 50-year reunion. According to Carolyn Moore (Champion), it was a great night and was thoroughly enjoyed by all who attended.

UK Alumni Network Reunion in London
Robyn Hudson (1989) has reported that the London reunion on 31 May was a great success: ‘It was a wonderful event. Twenty girls came along and enjoyed hearing old and new stories from the School. It was fascinating to hear the reasons for coming to England and then for staying; many had come for work – and had then been in the UK for between four months and sixty years. The professions round the table stretched from nursing to jewellery designing, the music industry to accountancy.’

Rosheeka Field (1998) says: ‘It was such a lovely evening, catching up with old friends and seeing faces I had not seen for many years. Thanks to the School for its generosity in hosting the evening and for making the effort to keep in touch with us “Old Girls” on the other side of the globe! I do hope that this can be an annual event, as it means so much to know the Lauriston community is with us wherever we may go.’

Upcoming interstate and overseas reunions
New York Reunion
Friday 17 August, 6.30–8.30 pm
Following hot on the heels of our successful London event, a similar event is being planned for New York-based alumni. Further details will be emailed to US-based alumni, and posted on Facebook (see page 25 for instructions on accessing the OLA page on Facebook). We are very grateful to Bryony Cole (2000) (bryonycole@gmail.com), who has agreed to act as our person on the ground for the event.

NSW/ACT Reunion
When: Thursday 6 September, 6.30–8.30 pm
Where: Angel Hotel
125 Pitt Street
(corner of Angel Place), Sydney
Register online at
www.trybooking.com/BQAT

Upcoming Reunions
19 July Class of 1967
27 July Class of 2002
9 August Class of 1987
24 August Class of 1972
9 November Class of 2011
**Term 3 Events**

**Tuesday 17 July – Friday 14 September**

- Class of 1967 45-Year Reunion
  Thursday 19 July, 6.30–8.30 pm
- **Year 12 Formal**
  Friday 20 July, 7.00–10.00 pm
- **Year 11 2013 Parent Information Evening**
  Monday 23 July, 6.30–7.30 pm
- **Principal’s Morning Tea and School Tour**
  Tuesday 24 July, 9.30–11.00 am
- **Class of 2002 10-Year Reunion**
  Friday 27 July, 6.30–8.30 pm
- **L’event - Cocktail Party and Art Auction**
  Tuesday 31 July, 7.30-10.00pm
- **LPA and Friends of Lauriston Arts L’Art Festival**
  Monday 30 July – Wednesday 1 August inclusive
  - **Senior College Play**
    Thursday 9 August – Friday 10 August, 7.30–9.30 pm
  - **Class of 1987 25-Year Reunion**
    Thursday 9 August, 6.30–8.30 pm
  - **Year 10 2013 Parent Information Evening**
    Tuesday 14 August, 6.30–8.00 pm
  - **New York Reunion**
    Friday 17 August, 6.30–8.30 pm (see page 31 for further details)
  - **Year 7 2013/2014 Parent Information Evening**
    Monday 20 August, 7.00–8.00 pm
  - **Principal’s Morning Tea and School Tour**
    Tuesday 21 August, 9.30–11.00 am
  - **Years 5–12 Annual Concert**
    Thursday 23 August, 7.30–10.00 pm
  - **Class of 1972 40-Year Reunion**
    Friday 24 August, 6.30–8.30 pm
  - **Parent Seminar: Food Allergies in Children**
    Thursday 30 August, 7.30–8.30 pm
  - **Lauriston Parents’ Association**
    - **Fathers and Daughters Breakfast**
      Friday 31 August, 7.00–8.15 am
  - **Friends of Lauriston Arts Chamber Music Lunch**
    Friday 31 August, 12.00 noon–2.00 pm
  - **Class of 1977 35-Year Reunion**
    Friday 31 August, 6.30–8.30 pm
  - **Fathers of Lauriston Dinner**
    Tuesday 4 September, 7.00–10.30 pm
  - **Blairholme Concert**
    Wednesday 5 September, 5.30–6.30 pm
  - **NSW/ACT Reunion**
    Thursday 6 September, 6.30–8.30 pm (see page 31 for further details)
  - **Years 3 & 4 Presentation Evening**
    Tuesday 11 September, 5.30–6.30 pm
  - **VCE Drama Solo Night**
    Tuesday 11 September, 7.30–9.00 pm
  - **Blairholme Lunchtime Recital**
    Wednesday 12 September, 1.00–1.30 pm
  - **Year 12 Parents and Students Dinner**
    Wednesday 12 September, 6.30–9.30 pm

More information on these and other events can be found in the ‘News and Events’ section of the Lauriston website (www.lauriston.vic.edu.au).

**Live it. Learn it. Love it.**

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Members of the Lauriston community now have the opportunity to advertise in Lauriston Life. If you have a business or service that you would like to promote, consider placing an advertisement in a magazine that goes out to more than 6000 readers – alumni, parents of current students, current and past staff, and all of our donors. Advertising rates are: full page $800; half page $500; quarter page $350; eighth of a page $200.

For more information on advertising please contact Director of Marketing and Advancement, Marina Johnson, at johnsonma@lauriston.vic.edu.au.